

## Hunley Park Elementary

1000 Michigan Ave.  
Charleston, SC 29404

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	541 Students	
<b>Principal</b>	Michael L. Ard	843-767-5914
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	9	75	20	1

## IMPROVEMENT RATING

## GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Average	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Average	Good	Yes

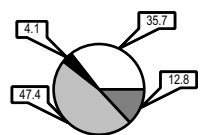
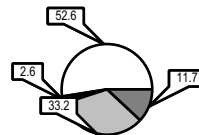
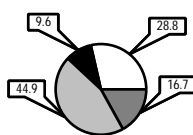
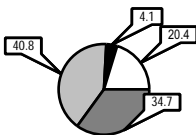
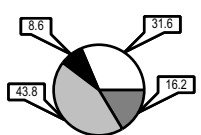
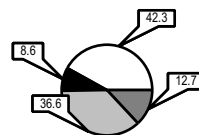
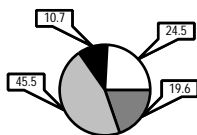
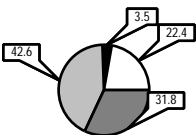
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

85.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	216	99.5	20.5	41.0	34.4	4.1	53.8	Yes	Yes
<b>Gender</b>									
Male	108	99.1	24.5	37.8	32.7	5.1	51.0	N/A	N/A
Female	108	100.0	16.5	44.3	36.1	3.1	56.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	50	100.0	10.9	37.0	41.3	10.9	65.2	Yes	Yes
African American	135	99.3	24.2	42.7	32.3	0.8	48.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	26.7	40.0	33.3	0.0	46.7	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	201	100.0	18.1	41.8	35.7	4.4	56.0	N/A	N/A
Disabled	15	93.3	53.8	30.8	15.4	0.0	23.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	99.5	20.5	41.0	34.4	4.1	53.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	28.6	50.0	21.4	0.0	50.0	I/S	I/S
Non-Limited English Proficient	198	99.5	19.9	40.3	35.4	4.4	54.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	144	99.3	25.4	39.2	32.3	3.1	49.2	Yes	Yes
Full-pay meals	72	100.0	10.8	44.6	38.5	6.2	63.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	216	100.0	29.1	44.9	16.8	9.2	41.8	Yes	Yes
<b>Gender</b>									
Male	108	100.0	26.3	40.4	20.2	13.1	48.5	N/A	N/A
Female	108	100.0	32.0	49.5	13.4	5.2	35.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	50	100.0	19.6	34.8	28.3	17.4	60.9	Yes	Yes
African American	135	100.0	33.6	50.4	11.2	4.8	32.8	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	33.3	26.7	6.7	46.7	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	201	100.0	27.5	46.2	16.5	9.9	42.3	N/A	N/A
Disabled	15	100.0	50.0	28.6	21.4	0.0	35.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	29.1	44.9	16.8	9.2	41.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	35.7	21.4	35.7	7.1	57.1	I/S	I/S
Non-Limited English Proficient	198	100.0	28.6	46.7	15.4	9.3	40.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	144	100.0	32.1	45.8	16.0	6.1	38.2	Yes	Yes
Full-pay meals	72	100.0	23.1	43.1	18.5	15.4	49.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	216	100.0	52.6	33.2	11.7	2.6	14.3
<b>Gender</b>							
Male	108	100.0	48.5	35.4	13.1	3.0	16.2
Female	108	100.0	56.7	30.9	10.3	2.1	12.4
<b>Racial/Ethnic Group</b>							
White	50	100.0	37.0	39.1	19.6	4.3	23.9
African American	135	100.0	60.8	29.6	8.0	1.6	9.6
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	60.0	26.7	13.3	0.0	13.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	201	100.0	50.5	34.6	12.1	2.7	14.8
Disabled	15	100.0	78.6	14.3	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	52.6	33.2	11.7	2.6	14.3
<b>English Proficiency</b>							
Limited English Proficient	18	100.0	50.0	35.7	14.3	0.0	14.3
Non-Limited English Proficient	198	100.0	52.7	33.0	11.5	2.7	14.3
<b>Socio-Economic Status</b>							
Subsidized meals	144	100.0	60.3	25.2	11.5	3.1	14.5
Full-pay meals	72	100.0	36.9	49.2	12.3	1.5	13.8

<b>Social Studies</b>							
All Students	216	100.0	35.7	47.4	12.8	4.1	16.8
<b>Gender</b>							
Male	108	100.0	38.4	43.4	12.1	6.1	18.2
Female	108	100.0	33.0	51.5	13.4	2.1	15.5
<b>Racial/Ethnic Group</b>							
White	50	100.0	32.6	37.0	21.7	8.7	30.4
African American	135	100.0	38.4	51.2	8.0	2.4	10.4
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	40.0	46.7	13.3	0.0	13.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	201	100.0	35.2	47.3	13.2	4.4	17.6
Disabled	15	100.0	42.9	50.0	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	35.7	47.4	12.8	4.1	16.8
<b>English Proficiency</b>							
Limited English Proficient	18	100.0	42.9	42.9	14.3	0.0	14.3
Non-Limited English Proficient	198	100.0	35.2	47.8	12.6	4.4	17.0
<b>Socio-Economic Status</b>							
Subsidized meals	144	100.0	40.5	45.0	11.5	3.1	14.5
Full-pay meals	72	100.0	26.2	52.3	15.4	6.2	21.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	71	100.0	26.3	33.3	35.1	5.3	40.4
	4	57	100.0	21.2	40.4	34.6	3.8	38.5
	5	64	98.4	20.8	41.5	35.8	1.9	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	22.4	36.8	34.2	6.6	40.8
	4	79	98.7	21.9	39.7	34.2	4.1	38.4
	5	52	100.0	15.2	50.0	34.8	0.0	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	71	100.0	19.3	64.9	8.8	7.0	15.8
	4	57	100.0	23.1	50.0	19.2	7.7	26.9
	5	64	98.4	32.1	45.3	15.1	7.5	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	23.7	50.0	18.4	7.9	26.3
	4	79	100.0	32.4	37.8	17.6	12.2	29.7
	5	52	100.0	32.6	47.8	13.0	6.5	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	71	100.0	61.4	33.3	1.8	3.5	5.3
	4	57	100.0	36.5	48.1	11.5	3.8	15.4
	5	64	98.4	43.4	41.5	11.3	3.8	15.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	53.9	35.5	9.2	1.3	10.5
	4	79	100.0	48.6	31.1	14.9	5.4	20.3
	5	52	100.0	56.5	32.6	10.9	0.0	10.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	71	100.0	45.6	47.4	5.3	1.8	7.0
	4	57	100.0	25.0	57.7	15.4	1.9	17.3
	5	64	98.4	35.8	43.4	13.2	7.5	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	27.6	52.6	17.1	2.6	19.7
	4	79	100.0	33.8	47.3	13.5	5.4	18.9
	5	52	100.0	52.2	39.1	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 541)</b>				
First graders who attended full-day kindergarten	79.6%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Down from 3.9%	3.7%	2.8%
Attendance rate	96.0%	Down from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Up from 0.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.5%	0.0%	0.0%
Eligible for gifted and talented	3.4%	Down from 8.0%	8.8%	10.4%
On academic plans	0.0%	N/AV	40.1%	33.6%
On academic probation	0.0%	N/AV	3.8%	1.0%
With disabilities other than speech	2.7%	Down from 5.4%	8.4%	7.5%
Older than usual for grade	1.0%	Up from 0.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	43.2%	Up from 37.5%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	3.2%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 87.0%	87.3%	87.3%
Teacher attendance rate	96.4%	Up from 95.7%	95.2%	94.9%
Average teacher salary	\$41,406	Up 8.1%	\$42,269	\$42,485
Prof. development days/teacher	11.0 days	Down from 13.6 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.0 to 1	18.0 to 1	18.6 to 1
Prime instructional time	91.5%	Up from 91.3%	89.6%	89.7%
Dollars spent per pupil*	\$5,593	Up 18.0%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	53.8%	Down from 72.4%	63.9%	64.0%
Percent of expenditures for instruction*	69.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

I begin this report by stating that I continue to be honored to serve you as principal of Hunley Park Elementary. As I complete my third year as principal here, I feel that I have come to know our community and understand our needs to a greater degree. I thank you for this opportunity.

We made positive growth this year by moving from an Unsatisfactory score on our improvement rating to Below Average. Our absolute rating remained at Average. Our goal is to continue to bring these scores up until they both are in the Excellent category.

Through the use of our assessment data, coherent curriculum and scheduled, systemic planning, our teachers were able to provide very skill-specific lessons that were designed to meet the individual needs of our students. We provided differentiated instruction within the classroom, flexible small group instruction each morning, after-school tutoring for our lower performing students, and enrichment tutoring for our higher performing students. Our flexible grouping occurred during the first period of each day and was staffed by all available certified teachers, including art, music and physical education.

We also initiated a school-wide model called Positive Behavior Support. This program focuses first on teacher and staff behavior. Our PBS team received initial training during the summer of 2005 and shared that training with our staff before school began in August 2005.

We worked hard to put together a school-wide plan that focused on positive behavior, modifications, and encouragement. Our program revolved around the premise of the Three Bees: (1) Be Respectful, (2) Be Responsible, (3) Be Ready to Learn. The Three Bees are taught to our students all year long and are referred to daily. This program has made a positive difference in our school.

Thank you for your support in these endeavors. With your help, we will continue to improve here at Hunley Park Elementary.

Michael Ard, Principal  
Dr. Anne Dukes, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	20	50	40
Percent satisfied with learning environment	85.0%	91.7%	86.8%
Percent satisfied with social and physical environment	85.0%	89.6%	85.0%
Percent satisfied with school-home relations	60.0%	89.6%	80.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.